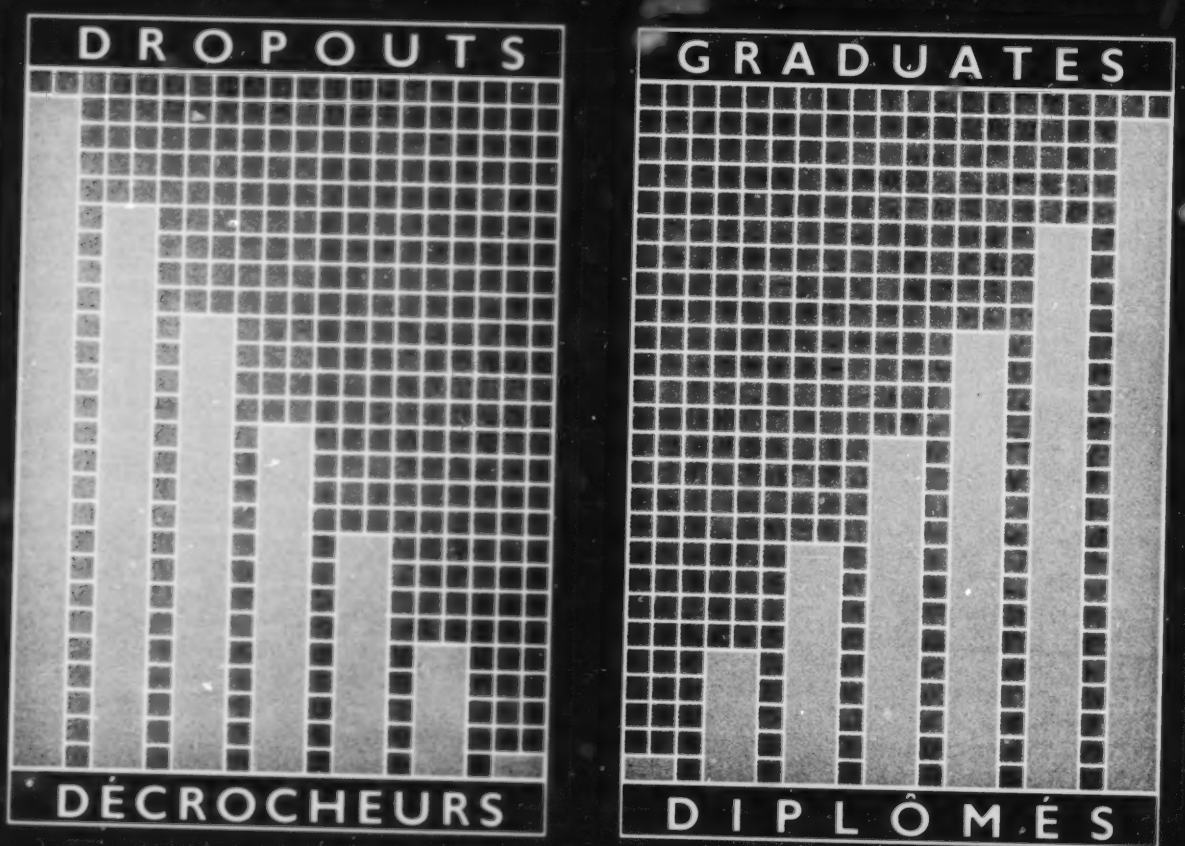
Student Retention and Transition

A Selection of Program Models



Maintien et transition des élèves

Un recueil de programmes efficaces

1990

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P R E F A C E

This publication is the second of two booklets outlining selected program models developed by school boards across Ontario to address issues related to student retention and transition. It also includes information on projects piloted during the 1988-89 school year. The selection presents a range of approaches aimed at retaining potential dropouts or encouraging students who have already dropped out to return to school.

The descriptions in this booklet may be useful to boards and schools seeking to stimulate local planning to meet the needs of their identified target groups. Additional information about the models and the pilot projects may be obtained from the contact person(s) identified for each.

These models are a representative sample rather than a comprehensive list of program initiatives within and outside Ontario. Copies of the first booklet, published in 1988 under the same title, are still available from the Ontario Government Bookstore.

The members of the Student Retention and Transition Project Team wish to express their appreciation to all those who submitted program descriptions.

P R É F A C E

Ce second recueil de programmes efficaces présente les programmes qu'ont conçus les conseils scolaires ontariens pour maintenir à l'école les élèves qui risquent de décrocher et pour réintégrer ceux qui ont déjà abandonné leurs études ainsi que pour faciliter la transition des élèves. Le présent recueil comprend de plus les projets pilotes mis en oeuvre en 1988-1989. Les conseils scolaires et les écoles pourront s'inspirer de ces programmes pour élaborer leurs propres programmes. Pour de plus amples renseignements, on peut communiquer avec les personnes-ressources indiquées pour chacun des programmes.

Ce recueil ne constitue pas une liste exhaustive. Il offre toutefois un bon aperçu de ce qui se fait dans le domaine en Ontario et à l'extérieur. On peut encore se procurer le premier recueil, publié en 1988 sous le même titre, en s'adressant à la librairie du gouvernement de l'Ontario.

L'équipe responsable du projet visant à maintenir les élèves à l'école et à faciliter leur transition tient à remercier toutes les personnes qui ont bien voulu lui remettre une description de leurs programmes.

MODEL 1

PROGRAM TITLE	An ABC (Adult Business Co-op) Approach to Adult Learning (A Pilot Project)
FOCUS	The program is designed to serve adults who do not have an OSSGD and who are not currently in the work force, but who have indicated a desire to upgrade their keyboarding skills in order to re-enter the work force.
TARGET GROUP	Re-entry students aged sixteen or over
SPECIAL FEATURES	o Experience on the IBM computer and WordPerfect software package o "Hands on" experience in the workplace o Personal-skills development o Interview experience o Flexible timetabling o Transportation allowance
START DATE	September 1988
STUDENTS IN PROGRAM	First semester: 16 Second semester: 20
CONTACT	Ora James
BOARD	Sault Ste. Marie Board of Education 644 Albert St. E. Sault Ste. Marie, Ontario P6A 2K7
SCHOOLS	Alexander Henry High School 232 Northern Ave. E. Sault Ste. Marie, Ontario P6B 4H6
TELEPHONE	(705) 945-7111
	(705) 945-7179

PROGRAM SUMMARY

This three-credit (half-day) program offers a challenging learning experience. It helps students develop their keying and communication skills to meet entry-level expectations in the workplace.

During the first five weeks, students are given the opportunity to learn the IBM WordPerfect software package and to develop the interpersonal skills that will help them function effectively in the workplace. Students spend the remainder of the semester working in an office-placement position within the community, and return to the classroom once a week for further instruction.

To be eligible for Adult Business Co-op, students should have some knowledge of keyboarding or typing.

MODEL 2

PROGRAM TITLE	Academic Program for Gifted Athletes (APGA)
FOCUS	The program is designed to meet the educational needs of high-performance athletes.
TARGET GROUP	Students in Grades 9 through 13 who are identified by qualified coaches as having the potential to achieve international levels of performance
SPECIAL FEATURES	o Flexible timetables o Special sport-related courses (e.g., sport psychology) o Academic assistance (tutoring, monitoring) o Professional support staff (i.e., sport psychologist) o Credit for sports training o Semestered and non-semestered programs o Summer and night-school programs o Assistance for retiring athletes
START DATE	September 1982
STUDENTS IN PROGRAM	135
CONTACT	Sandra McNash, Program Director
BOARD	North York Board of Education 505 Yonge St. North York, Ontario M2N 5N8
SCHOOLS	Earl Haig Secondary School 100 Princess Ave. North York, Ontario M2N 3R7 Northview Heights Secondary School 550 Finch Ave. W. North York, Ontario M2R 1N6
TELEPHONE	(416) 225-7767 or (416) 665-2700
PROGRAM SUMMARY	APGA is a support program designed to help student athletes cope with the added stresses of rigorous training and demanding competition schedules. APGA enables high-performance athletes to pursue excellence in both education and sport.

MODÈLE 3

NOM DU PROGRAMME	Accès à l'emploi : un projet pilote fondé sur un programme partagé
BUT	Établir une banque de données répertoriant les postes de formation disponibles, conçue à l'intention des différents responsables de l'éducation coopérative.
GROUPE CIBLE	Les élèves du Conseil des écoles séparées catholiques du district de Kapuskasing, du Conseil de l'éducation de Kapuskasing et du collège Northern, campus de Kapuskasing.
ASPECTS UNIQUES	o Démarches auprès des employeurs pour les informer des programmes d'éducation coopérative offerts. o Recherche de nouveaux postes de formation.
DÉBUT DU PROGRAMME	Février 1988 — **NOMBRE DE PARTICIPANTS** 150 et plus
PERSONNE-RESSOURCE	Albert Tremblay
CONSEIL	Conseil des écoles séparées catholiques du district de Kapuskasing 75, rue Queen Kapuskasing (Ontario) P5N 1H5 — **ÉCOLE**
TÉLÉPHONE	(705) 337-6035

RÉSUMÉ DU PROGRAMME

Grâce à une personne-ressource, il a été possible de répertorier les postes de formation disponibles et d'établir une banque de données accessible à tous les participants du programme.

Cette banque de données a été conçue pour faciliter, en particulier, la tâche des responsables du placement des élèves. Elle permet de mieux connaître les préférences des employeurs. Certains préfèrent recevoir les élèves selon un horaire qui correspond à une semaine normale de travail; d'autres offrent des postes de formation qui ne sont disponibles que les avant-midi ou les après-midi, etc. Il est ainsi plus facile pour les responsables de l'éducation coopérative de planifier leurs programmes.

MODEL 4

PROGRAM TITLE	Adopt-a-School
FOCUS	The program is designed to foster an awareness among students of the importance of education and of its direct bearing on their future careers.
TARGET GROUP	All students
SPECIAL FEATURES	o Exposure to career opportunities o Special teaching tools and techniques o Work-site visits and one-to-one interaction in the workplace
START DATE	December 1987
STUDENTS IN PROGRAM	Number varies depending on the activities selected
CONTACT	David Stark
BOARD	Lincoln County Board of Education Lincoln County Catholic School Board Niagara South Board of Education Welland County Roman Catholic Separate School Board
SCHOOLS	Any elementary or secondary school in each of the four boards may participate
SPONSORING ORGANIZATION	Niagara Peninsula Industry-Education Council 4751 Drummond Rd. Niagara Falls, Ontario L2E 6C8
TELEPHONE	(416) 356-9383
PROGRAM SUMMARY	The program offers support for students by means of the following: 1. Career-exploration opportunities - job-site visits, business speakers, co-op-education placements, job shadowing, and job internship

2. Enrichment
   - application of material learned in school (e.g., how reading and writing apply to report writing for business)

3. Partner involvement in curriculum development
   - adopting organizations represented on school curriculum-review committees

4. Sponsorship of academic and sports activities and donation of equipment

5. Job opportunities

6. Support for special needs
   - mentor programs for students at risk of dropping out

MODEL 5

PROGRAM TITLE	The Basic Level: An Alternative Approach
FOCUS	The program provides instruction in basic communication, time management, and social skills through curriculum units that are integrated into the subject disciplines. Through appropriate teaching strategies and assessment techniques, the program strives to improve students' self-esteem and to reduce the risk of student dropout.
TARGET GROUP	Students enrolled in basic-level courses
SPECIAL FEATURES	o An integrated curriculum across subject areas o Teaching strategies and evaluative techniques that take into consideration the affective state of the student o Academic subjects timetabled in the morning o Reinforcement of life skills and time management in all subject disciplines involved o Teacher-student contacts that are personally rewarding o Teacher-initiated and committee-driven
START DATE	September 1984
STUDENTS IN PROGRAM	74
CONTACT	Mike Schertzer, Principal; Mary Lou Mackie, Committee Chairperson
BOARD	Brant County Board of Education 349 Erie Ave. Brantford, Ontario N3T 5V3
SCHOOLS	Brantford Collegiate Institute and Vocational School 120 Brant Ave. Brantford, Ontario N3T 3H3
TELEPHONE	(519) 759-3210
PROGRAM SUMMARY	The program, which exists within the framework of a non-semestered (traditional) secondary school, offers cross-curricular instruction to students who have previously encountered difficulties at school. Curriculum units in business, math, science, and English that focus on life skills and social skills (thematically organized) have been developed to encourage communication among teachers and to reinforce in students a recognition of how all

subjects "fit together" holistically. The program boasts a low pupil-teacher ratio and regular in-class contacts, and its staff members share a special concern for, and appreciation of, the students involved. These factors contribute to the positive climate that prevails in the classroom.

MODEL 6

PROGRAM TITLE	Buddy Editing Project - Malvern Liaison Family of Schools
FOCUS	The program groups students of widely disparate ages for planned writing projects. It is an integral part of the core English program.
TARGET GROUP	Students from Junior Kindergarten to OAC; all students at all levels of the core English program may be involved
SPECIAL FEATURES	o New approach to learning about the writing process o Interaction between "writers" (senior students) and their "audience" (elementary students) o Close liaison with the Malvern Family of Schools

START DATE	1980	**STUDENTS IN PROGRAM**	51 class pairings in 1988-89
CONTACT	Stefan Sierakowski	Margaret Rice	
BOARD	Board of Education for the City of Scarborough Education Centre 140 Borough Dr. Scarborough, Ontario M1P 4N6	**SCHOOLS**	Lester B. Pearson Collegiate Institute 150 Tapscott Rd. Agincourt, Ontario M1B 2L2
TELEPHONE	(416) 396-7100	(416) 292-0101, Ext. 31	

PROGRAM SUMMARY

This program is an outgrowth of the Malvern Family of Schools Liaison Group. It usually consists of three to five class visits in which students of widely disparate ages are grouped for a specific, planned writing project. This year, for example, a unit on writing children's literature involved OAC II (Writer's Craft) students working closely with two elementary-school classes, and thereby getting feedback from the very audience for whom their children's books were written. In some cases, elementary-school students even offered illustrations for the books. This year, senior students took their work to their elementary-school "buddies" at two different stages of the writing process. Next year, a prewriting visit is planned, in addition to the two

other visits. A publishing party at which "buddies" meet again to launch the "product" is the culmination of this highly successful unit.

The high degree of interest generated by this project contributes to student retention.

MODEL 7

PROGRAM TITLE	CARE (Co-operative Alternate Readiness Education)
FOCUS	The program provides developmentally handicapped students with job-entry skills that enable them to advance to suitable permanent employment, with or without support, in an independent or semi-independent workplace.
TARGET GROUP	Developmentally handicapped senior students
SPECIAL FEATURES	o Co-operative education for developmentally handicapped students o Promotion of community awareness o Pre-employment preparation o Close co-operation with family-studies co-op students
START DATE	February 1988
STUDENTS IN PROGRAM	17
CONTACT	Marjatta Longston
BOARD	Sudbury Board of Education Co-operative Education 1391 Ramsey View Court Sudbury, Ontario P3E 5T4
SCHOOLS	Gatchel Senior School 31 Tuddenham St. Sudbury, Ontario P3C 3E9
TELEPHONE	(705) 522-1473
PROGRAM SUMMARY	Student recruitment and selection take place after orientation activities have been held. Potential candidates are either self-nominated or nominated by staff or parents. Personal interviews are conducted with the student and, whenever possible, with the parent and/or advocate as well. An interview profile is developed. Case conferencing is co-ordinated by the co-operative-education teacher and includes school and support staff where appropriate (e.g., speech and language pathologist, psychologist). Criteria for selection are individualized. A Training Plan for each student is developed in co-operation with the job supervisor.

The characteristics of developmentally handicapped students present a unique challenge in the development and implementation of any program. Adjustments to the co-operative-education program for these students included:

1. work consisting of one specific job or task;
2. work schedules consisting of four half-days per week; the fifth day is spent in school;
3. an invitation to the public to volunteer;
4. extended hours (i.e., beyond the minimum hours per module; e.g., thirty hours for Personal Life Management), to accommodate the need for task analysis, repetition, and concrete learning experiences.

MODEL 8

PROGRAM TITLE	Career Information Centres
FOCUS	The Career Information Centres provide a support service to guidance departments within both the public and separate school boards of the Niagara Peninsula.
TARGET GROUP	Secondary school students
SPECIAL FEATURES	o 1100 primary occupations and 3000 related job opportunities stored in a simple-to-use computer o Programs highlighting career information for specific groups (e.g., "Women in the Workplace", "The Handicapped in the Workplace") o A library of video cassettes about specific careers
START DATE	November 1988
STUDENTS IN PROGRAM	Depends on usage by schools (each centre is able to serve approx. 2500 students per year)
CONTACT	David Wiebe
BOARD	Lincoln County Board of Education Lincoln County Catholic School Board Niagara South Board of Education Welland County Roman Catholic Separate School Board
SCHOOLS	All secondary schools
SPONSORING ORGANIZATION	Niagara Peninsula Industry-Education Council 4751 Drummond Rd. Niagara Falls, Ontario L2E 6C8
TELEPHONE	(416) 356-9383

PROGRAM SUMMARY

The Career Information Centres provide a support service to school guidance departments, which often find it difficult to collect and maintain sufficient materials to meet students' needs -- from pamphlets to videos and computer programs providing information about job opportunities, wages, postsecondary programs, apprenticeship programs, and future career trends. The centres specialize in such career information, ensuring that it is as up to date as possible. Guidance teachers refer students to the centres and use the materials there as a resource for themselves and for teachers in the subject disciplines as well.

MODEL 9

PROGRAM TITLE	Career/Life Planning Project
FOCUS	The program offers in-depth career planning to help students make deliberate choices concerning postsecondary education and work. It strives to inspire commitment and motivation, both to graduate and to overcome fears of the unknown territory that lies beyond the comfort of the school environment.
TARGET GROUP	Students who are nearing graduation
SPECIAL FEATURES	o Student self-assessment of values and interests, with a view to career choices o Use of Choices computer career-planning program
START DATE	October 1988
STUDENTS IN PROGRAM	25
CONTACT	Emil Boychuk or Jane Wingate
BOARD	Board of Education for the City of Toronto 155 College St. Toronto, Ontario M5T 1P6
SCHOOLS	Eastdale Collegiate Institute 701 Gerrard St. E. Toronto, Ontario M4M 1Y4
TELEPHONE	(416) 393-9630

PROGRAM SUMMARY

The program is designed and co-ordinated by staff members of the board's central Guidance and Counselling Department and the Student Career Information and Placement Centre, together with the participating school's staff and principal.

The program consists of five full days spread over three months of the first semester. Two consecutive days in October are devoted to student self-assessment, with particular attention to values and interests, and to an examination of careers that correspond to those values and interests. Before the following session, each student interviews three working people, at least one of whom must be in the student's desired field. Also, each student works through the Choices computer career-planning program before the completion of the project. During the

third day of the program, held a month later, students share their experiences and insights from the interviews and meet with a panel of former graduates to discuss factors that will help them overcome obstacles and achieve goals. In the fourth and fifth days of the program, students examine how career/life planning is an ongoing process and are encouraged to assess their current situation and determine the steps they need to take to achieve their goals. A reunion is held in June to review the participants' progress.

MODÈLE 10

NOM DU PROGRAMME	Cartier fête l'avenir
BUT	Faire revenir à l'école le plus grand nombre possible de décrocheurs pour une petite fête.
GROUPE CIBLE	Les élèves qui ont décroché au cours de l'année et des deux années précédentes.
ASPECTS UNIQUES	o Petite fête pour les sortants de l'année et les élèves ayant abandonné leurs études au cours de la même année et des deux années précédentes. o Prix remis aux élèves qui, bien qu'ayant éprouvé des difficultés, ont persévéré et ont terminé leurs études. o Annonce des activités marquant, pour les sortants, la fin de leurs études secondaires. o Renseignements donnés sur les possibilités pour les décrocheurs de réintégrer l'école.
DÉBUT DU PROGRAMME	Avril 1988 — **NOMBRE DE PARTICIPANTS** 85
PERSONNE-RESSOURCE	Donat Boulerice
CONSEIL	Conseil scolaire de langue française d'Ottawa-Carleton 1420, place Blair Gloucester (Ontario) K1J 9L8 — **ÉCOLE** École secondaire Cartier 225, rue Donald Ottawa (Ontario) K1K 1N1
TÉLÉPHONE	(613) 745-9155
RÉSUMÉ DU PROGRAMME	La direction de l'école envoie des cartes d'invitation aux décrocheurs pour les informer de la tenue de la fête. Au cours de la semaine qui précède la fête, les enseignants qui ont été proches des décrocheurs leur téléphonent afin de les inviter personnellement. Lors de la fête, un goûter est offert que tous partagent dans une ambiance favorable aux discussions. On en profite alors pour discuter avec les décrocheurs de leur avenir et pour les informer des possibilités de réintégrer l'école. Les sortants, dont plusieurs

ont été récompensés pour leur persévérance, apportent également leur concours et encouragent les décrocheurs à terminer leurs études.

Cette fête a été précédée, au cours de l'année, de remises de prix pour récompenser les élèves qui persévèrent, malgré les difficultés, et les décrocheurs qui ont repris leurs études.

MODEL 11

PROGRAM TITLE	Children Learning for Living
FOCUS	The program emphasizes the teaching of social skills and problem solving to young children.
TARGET GROUP	All students Grades K through 6
SPECIAL FEATURES	o Whole-school program o Problem-solving focus o Small-group format
START DATE	1975
STUDENTS IN PROGRAM	3000
CONTACT	Jane Legg, Supervising Mental Health Worker
BOARD	Ottawa Board of Education 330 Gilmour St. Ottawa, Ontario K2P OP9
SCHOOLS	Eleven elementary schools
TELEPHONE	(613) 239-2668

PROGRAM SUMMARY

No special identification of students takes place. All students are involved in the program, which is based on the belief that helping students acquire skills in conflict resolution and problem solving will enable them to cope with the pressures that could otherwise lead to dropping out.

A mental-health worker with a background in teaching and counselling spends three days a week at a school, primarily (a) working with students in small groups to instruct them in problem solving, social skills, and conflict resolution; (b) counselling children about specific problems; (c) collaborating with teachers and parents to determine how best to help individual children; and (d) developing special programs in areas such as career awareness and multiculturalism.

MODEL 12

PROGRAM TITLE	Choices: Increasing Your Options
FOCUS	The program is designed to provide students with the opportunity to spend time with a person from the business community in a relaxed, friendly, but structured, manner that will broaden their perception of what to anticipate after graduation.
TARGET GROUP	Grade 9 students
SPECIAL FEATURES	o Examination of the pressures, influences, expectations, and environments affecting "Who I Am" o Learning to make "Yes/No" decisions o Learning about decisions and their consequences o Exploration of time and money management o Relating academic decisions to career consequences o Increasing students' options in an uncertain world
START DATE	September 1989
STUDENTS IN PROGRAM	Depends on number of students participating
CONTACT	David Wiebe
BOARD	Lincoln County Board of Education Lincoln County Catholic School Board Niagara South Board of Education Welland County Roman Catholic Separate School Board
SCHOOLS	All secondary schools
SPONSORING ORGANIZATION	Niagara Peninsula Industry-Education Council 4751 Drummond Rd. Niagara Falls, Ontario L2E 6C8
TELEPHONE	(416) 356-9383
PROGRAM SUMMARY	Educational opportunities are widely available, yet many students do not take advantage of them. We believe the problem can be traced back to decisions

made before students have gained a clear understanding of adult realities. "Choices" is a thought-provoking introduction to the realities of life after high school.

The program was created for ninth-grade students and is offered to schools in the Niagara region. Although students' attitudes and academic habits are formed in earlier years, the ninth grade represents a transitional or "swing" year in the final push toward graduation.

The issue of academic competence is an important one that affects us all. "Choices" can make a valuable contribution while students still have the time to make key decisions.

MODEL 13

PROGRAM TITLE	City Centre Co-op
FOCUS	The program provides courses in retailing and career planning, along with co-op placement, for a total of five credits.
TARGET GROUP	Students aged fifteen to twenty who have had significant difficulty with the traditional educational setting
SPECIAL FEATURES	o Store-front operation o Morning in-class training o Afternoon job placement and work experience o No payment, but jobs often follow o Students learn how to present themselves, how to work with others
START DATE	September 1988
STUDENTS IN PROGRAM	24 continually
CONTACT	William Watson, Co-ordinator
BOARD	Sault Ste. Marie Board of Education 644 Albert St. E. Sault Ste. Marie, Ontario P6A 2K7
SCHOOLS	City Centre Co-op 147 Gore St. Sault Ste. Marie, Ontario P6A 1M3
TELEPHONE	(705) 945-7147
PROGRAM SUMMARY	a) Career planning - 2 credits 75 hours - work and employability skills (Guidance guideline) b) Retailing - 3 credits 110 hours - training in Customer Relations, Merchandise Control, etc. 220 hours - co-operative work experience As shown above, five credits are earned in service-industry studies. Students then either enter the work force or return to the regular secondary-school program.

MODÈLE 14

NOM DU PROGRAMME	Classe d'appui
BUT	Aider les élèves qui éprouvent des difficultés passagères, des difficultés de motivation.
GROUPE CIBLE	Les élèves du niveau général qui risquent de décrocher.
ASPECTS UNIQUES	o Petit nombre d'élèves présents simultanément dans la classe d'appui. o Classe pourvue de tout le nécessaire, d'encyclopédies, de dictionnaires, d'ouvrages spécialisés, etc.

DÉBUT DU PROGRAMME	Octobre 1988	**NOMBRE DE PARTICIPANTS**	De 1 à 10
PERSONNES-RESSOURCES	Charles Marcil, Louise Brault		
CONSEIL	Conseil de l'éducation d'Ottawa 330, rue Gilmour Ottawa (Ontario) K2P 0P9	**ÉCOLE**	École secondaire Champlain 281, avenue Lanark Ottawa (Ontario) K1Z 6R8
TÉLÉPHONE	(613) 725-1039		

RÉSUMÉ DU PROGRAMME

La classe d'appui vise à diminuer le nombre de décrocheurs en apportant aide et encouragement aux élèves qui éprouvent des difficultés. Cette classe complète les services scolaires déjà offerts mais qui ne rejoignent pas nécessairement tous les élèves dont les difficultés pourraient les pousser à abandonner leurs études.

L'enseignant ou l'enseignante de la classe d'appui peut aider l'élève qui s'y présente ou que lui envoie un autre enseignant ou une autre enseignante à comprendre une matière, à faire ses travaux, à mieux s'organiser ou à acquérir une meilleure méthode de travail. Cette classe est offerte à toutes les périodes et l'élève peut y passer toute la semaine si besoin est.

Les élèves qui éprouvent des difficultés passagères, qui présentent des troubles de comportement, n'ont pas nécessairement de travail planifié. Par contre, les élèves qui éprouvent des difficultés de motivation, qui doivent par exemple rattraper un retard, se présentent avec des travaux à faire.

Il est entendu que ce n'est pas une classe conçue pour régler les problèmes de discipline, ceux-ci demeurant du ressort de la direction.

MODÈLE 15

NOM DU PROGRAMME	Co-conseil
BUT	Augmenter le nombre de personnes-ressources en formant des élèves ayant pour tâche d'aider d'autres élèves à choisir leur profession ou métier et à se développer sur le plan humain.
GROUPE CIBLE	Les élèves qui acceptent d'aider les autres, qui acceptent en particulier d'aider les décrocheurs éventuels.
ASPECTS UNIQUES	o Programme de formation offert aux élèves de 11e, de 12e et de 13e année. o Plusieurs séances de formation par mois qui, à la fin de l'année, totalisent vingt-trois heures ou plus selon le cas.
DÉBUT DU PROGRAMME	Octobre 1984
NOMBRE DE PARTICIPANTS	De 12 à 16
PERSONNE-RESSOURCE	Raoul Larivière
CONSEIL	Conseil des écoles séparées catholiques du comté de Prescott et Russell C.P. 570 L'Orignal (Ontario) K0B 1K0
ÉCOLE	École secondaire de Plantagenet Route 17 Plantagenet (Ontario) K0B 1L0
TÉLÉPHONE	(613) 673-5124
RÉSUMÉ DU PROGRAMME	Comme les élèves ont tendance à consulter davantage leurs camarades que les adultes, on a mis sur pied un programme qui tient compte de cette tendance et en tire parti. Ce programme permet aux élèves qui sont formés d'agir et d'aider leurs camarades. Ils apprennent à mieux se connaître, à savoir quels sont leurs points forts et comment bien communiquer avec les autres. Ils ont l'occasion de faire l'expérience de la relation d'aide, d'établir des liens avec les autres, de prendre de l'assurance et de développer leur potentiel. Certains même peuvent travailler avec des organismes de charité.

Grâce à ce programme, le service d'orientation peut offrir plus d'aide à plus d'élèves. La contribution des élèves qui agissent à titre de personnes-ressources s'avère donc très utile.

MODÈLE 16

NOM DU PROGRAMME	Consultation de groupe
BUT	Aider l'élève à surmonter ses difficultés, à mieux se connaître et à mieux communiquer avec les autres.
GROUPE CIBLE	Les élèves de 9^{e} année qui sont timides, isolés, seuls, qui vivent un deuil, un divorce, une séparation, qui ont du mal à accepter l'autorité.
ASPECTS UNIQUES	o Exploration de divers problèmes. o Accent mis sur les moyens de bien communiquer avec les autres et de bien s'entendre avec eux. o Découverte de ses points forts et de ses qualités. o Augmentation de l'estime de soi.
DÉBUT DU PROGRAMME	Octobre 1985
NOMBRE DE PARTICIPANTS	De 8 à 12
PERSONNE-RESSOURCE	Raoul Larivière
CONSEIL	Conseil des écoles séparées catholiques du comté de Prescott et Russell C.P. 570 L'Orignal (Ontario) K0B 1K0
ÉCOLE	École secondaire de Plantagenet Route 17 Plantagenet (Ontario) K0B 1L0
TÉLÉPHONE	(613) 673-5124

RÉSUMÉ DU PROGRAMME

Les élèves qui ont besoin d'aide sont repérés au début de l'année scolaire. On fait un choix et, avec l'autorisation des parents, on les inscrit dans le programme.

Le but de ce programme est d'aider l'élève à acquérir la force nécessaire pour affronter la réalité et surmonter ses difficultés. L'élève apprend à mieux se connaître, à mieux communiquer avec les autres, à établir de bonnes relations avec eux ainsi qu'à mieux accepter l'autorité.

Au cours des rencontres, les élèves ont l'occasion d'exprimer ce qu'ils vivent et ce qu'ils ressentent. Ils s'aperçoivent qu'ils ne sont pas seuls dans leur situation, que d'autres ont rencontré les mêmes

difficultés et s'en sont sortis. Des élèves qui ont déjà participé au programme peuvent venir témoigner de leur expérience.

Lors des consultations, on écoute l'élève, on discute avec lui ou elle et on l'encourage. Il est également important, si l'on veut que l'élève s'adapte à son milieu scolaire, de mettre l'accent sur la résolution des conflits avec les personnes en situation d'autorité (parents, enseignants, directeurs).

MODEL 17

PROGRAM TITLE	Co-op Retention Program
FOCUS	The program was designed to help reduce the dropout rate.
TARGET GROUP	Identifiable potential dropouts, Grades 10 to 12
SPECIAL FEATURES	o Extensive staff involvement in identifying potential dropouts o Intensive ongoing counselling o Continuous intake o Intensive monitoring o Opportunity for partial credits
START DATE	January 1988
STUDENTS IN PROGRAM	Started with 38; ended with 20
CONTACT	Pat Wyder
BOARD	Kenora Board of Education Box 1270 Kenora, Ontario P9N 3X7
SCHOOLS	Beaver Brae Secondary School 1400 9th St. N. Kenora, Ontario P9N 2T7
TELEPHONE	(807) 468-5571
PROGRAM SUMMARY	Students enrolled in the program were required to complete an appropriate number of lessons (depending on credit value) in Career Development and Life Planning, an Independent Learning Centre (ILC) course.

MODEL 18

PROGRAM TITLE	Dropouts/Returning Dropouts Project
FOCUS	The program provides an alternative learning environment within the traditional high school setting as a means of retaining both potential dropouts and students who have recently dropped out, but returned to school.
TARGET GROUP	Students aged fourteen to seventeen, especially those whose English and mathematics skills are in need of improvement
SPECIAL FEATURES	o Segregated learning environment o Low pupil-teacher ratio o Use of Independent Learning Centre materials o Co-operative-education component during part of the day o Emphasis on teacher as mentor
START DATE	1988
STUDENTS IN PROGRAM	35
CONTACT	Bruce Curry, Special Assignment Teacher
BOARD	Carleton Board of Education 133 Greenback Rd. Nepean, Ontario K2H 6L3
SCHOOLS	A. Y. Jackson Secondary School 150 Abbeyhill Dr. Kanata, Ontario K2E 7E6
TELEPHONE	(613) 721-1820

PROGRAM SUMMARY

The model that was established called for a teacher in each school to be placed in charge of a segregated learning environment, in which he or she would be responsible for co-ordinating the academic programs of up to ten students.

The target group was students aged fourteen to seventeen, especially those who required remedial training in English and mathematics. If at all possible, the students were not segregated from their regular classes in subjects in which they were meeting with success. Otherwise, they spent the mornings with the project teacher in the segregated setting, working on a one-to-one basis on academic credits, with materials supplied by the ministry's Independent

Learning Centre (ILC). Although the focus of the program is remedial work to correct math and language difficulties, students can elect to work on courses such as history and geography in the alternative setting as well.

The program combines the earning of academic credits during part of the day with a co-operative-education placement in the afternoon (generally three to four hours a day). The expectation is that a typical student will earn from three to five credits through the ILC program (which the project teacher monitors, coaches, and evaluates), and an additional two to three credits through co-operative education. Many students take the NGD 3A/G Career Development guidance course prior to their work placement.

Feedback from school principals and guidance personnel supports the view that an alternative learning environment within a school provides the kind of flexibility that is critical to meeting the needs of at-risk students.

MODÈLE 19

NOM DU PROGRAMME	Éducation coopérative
BUT	Permettre à l'élève de découvrir le monde du travail tout en continuant ses études.
GROUPE CIBLE	Les élèves francophones de 11^{e} et de 12^{e} année.
ASPECTS UNIQUES	o Crédits scolaires et extrascolaires. o Horaire personnalisé pour les élèves en stage sur une base semi-journalière. o Horaire de groupe pour les élèves en stage sur une base hebdomadaire. o Programme qui débute en 11^{e} année et se poursuit en 12^{e} année. o Obtention du diplôme d'études secondaires.
DÉBUT DU PROGRAMME	Septembre 1989
NOMBRE DE PARTICIPANTS	50
PERSONNE-RESSOURCE	Gilbert Gauthier
CONSEIL	Conseil des écoles séparées catholiques du comté de Prescott et Russell C.P. 570 L'Orignal (Ontario) K0B 1K0
ÉCOLE	École secondaire régionale de Hawkesbury 572, rue Kitchener Hawkesbury (Ontario) K6A 2P3
TÉLÉPHONE	(613) 675-4691 ou (613) 632-7055
RÉSUMÉ DU PROGRAMME	Le programme permet d'établir des liens entre l'école et le monde du travail. L'élève vit diverses situations d'apprentissage pratique qui lui permettent de développer ses habiletés, d'augmenter ses compétences et d'adopter de bonnes attitudes sur le plan personnel, social et culturel.

MODÈLE 20

NOM DU PROGRAMME	Éducation coopérative : affaires et commerce, études technologiques et agriculture
BUT	Développer les habiletés, les connaissances et les attitudes nécessaires à l'obtention d'un emploi.
GROUPE CIBLE	Les élèves de 11^{e} et de 12^{e} année.
ASPECTS UNIQUES	o Trois stages de six semaines en milieu de travail. o Trois périodes de six semaines consacrées aux études en classe. o Crédits permettant d'obtenir le diplôme d'études secondaires. o Découverte des possibilités d'emploi dans les secteurs commercial, industriel et agricole.
DÉBUT DU PROGRAMME	Septembre 1989
NOMBRE DE PARTICIPANTS	41
PERSONNE-RESSOURCE	Raoul Larivière
CONSEIL	Conseil des écoles séparées catholiques du comté de Prescott et Russell C.P. 570 L'Orignal (Ontario) K0B 1K0
ÉCOLE	École secondaire de Plantagenet Route 17 Plantagenet (Ontario) K0B 1L0
TÉLÉPHONE	(613) 673-5124

RÉSUMÉ DU PROGRAMME

Les avantages du programme sont nombreux. L'élève peut découvrir quelles sont ses compétences tout en explorant le marché du travail. Il ou elle vit des situations d'apprentissage réelles et reçoit une formation pratique. L'occasion lui est également donnée de se familiariser avec de l'équipement moderne. Il ou elle peut en outre travailler avec des adultes expérimentés et prêts à l'aider.

Faute de ce programme, plusieurs élèves auraient sans doute abandonné leurs études. Le programme permet à ces élèves d'acquérir une formation à l'extérieur de la classe, qu'ils n'aiment pas toujours fréquenter, et

d'obtenir leur diplôme d'études secondaires. De plus, ce programme offre une formation pratique en agriculture qui est unique en Ontario.

MODÈLE 21

NOM DU PROGRAMME	Éducation coopérative : un projet pilote pour les élèves traditionnellement sous-représentés dans certains emplois
BUT	o Inciter les élèves, en particulier les filles, à choisir des professions ou des métiers non traditionnels. o Informer les élèves francophones des nouvelles possibilités d'emploi dans le secteur de la santé depuis l'adoption du projet de loi 8. o Encourager les élèves à poursuivre des études supérieures. o Trouver des postes de formation pour les élèves repérés par le comité d'identification, de placement et de révision.
GROUPE CIBLE	Les élèves traditionnellement sous-représentés dans certains emplois.
ASPECTS UNIQUES	o Recrutement actif des élèves. o Supervision accrue de la part de l'enseignant ou de l'enseignante chargé(e) du suivi. o Encouragements donnés régulièrement pour prévenir le décrochage. o Séances d'intégration permettant aux élèves de partager leur expérience et de discuter avec leurs camarades. o Taux d'encadrement très bas (un enseignant ou une enseignante pour huit élèves, par exemple). o Contact étroit avec l'élève et ses parents.
DÉBUT DU PROGRAMME	Février 1989 — **NOMBRE DE PARTICIPANTS** 38
PERSONNE-RESSOURCE	André Girard
CONSEIL	Conseil des écoles séparées catholiques du district de Kapuskasing 75, rue Queen Kapuskasing (Ontario) P5N 1H5 — **ÉCOLE** École secondaire de la Cité-des-Jeunes 10, boul. de la Cité-des-Jeunes Kapuskasing (Ontario) P5N 2K2
TÉLÉPHONE	(705) 335-6057

RÉSUMÉ DU PROGRAMME

Le programme donne la chance aux élèves de connaître mieux une profession ou un métier et, en particulier pour les filles, d'explorer une profession ou un métier non traditionnel. Ainsi ces élèves pourront faire des choix mieux éclairés pour leur avenir.

Afin de les informer du programme, la direction de l'école lance une campagne auprès des élèves de 11e année. On procède surtout par contacts personnels. Et afin d'inciter les filles à choisir une profession ou un métier non traditionnel, on s'assure la collaboration des enseignantes qui jouissent d'une grande crédibilité et que les élèves peuvent prendre comme modèles. Les garçons sont également informés des possibilités de choisir une profession ou un métier non traditionnel.

Il est important, pour ce programme, d'accroître la supervision et il est nécessaire de tenir des séances de groupe au cours desquelles on met l'accent sur les avantages du programme et on encourage les élèves à persévérer.

MODEL 22

PROGRAM TITLE	Education for Native Students - An Innovative Approach
FOCUS	The program uses distance education and co-operative education to promote higher levels of success and retention.
TARGET GROUP	Native students, adult dropouts
SPECIAL FEATURES	o Use of Contact North to assist in the delivery of programs (math, English, science, career planning) through our alternative school o Students can remain in their community longer o Facilitates transition to a traditional high school program o Co-operative education provides training for possible careers and builds self-confidence
START DATE	February 1988
STUDENTS IN PROGRAM	Up to 30 at a time
CONTACT	G. Mabb, Curriculum Officer
BOARD	Lakehead Board of Education 2135 Sills St. Thunder Bay, Ontario P7E 5T2
SCHOOLS	Green Acres 2609 Redwood Ave. Thunder Bay, Ontario P7C 1Y9
TELEPHONE	(807) 625-5279
PROGRAM SUMMARY	Students are identified with the help of the band council on the reserves being served. The program has proved most successful with people who have been out of school at least one year, and has received a very positive reception from constituent groups. Indian and Northern Affairs Canada has provided financial support for staff and for the purchase of hardware following the end of funding from the Ministry of Education, which initiated the program. The cost of the program is relatively low.

MODÈLE 23

NOM DU PROGRAMME	Groupe de motivation et de réussite
BUT	Permettre aux élèves de se prendre en main et de connaître du succès à l'école.
GROUPE CIBLE	Les élèves de 9^{e} année qui ont connu des échecs au premier semestre.
ASPECTS UNIQUES	o Création d'un sentiment d'appartenance à un groupe. o Développement du sentiment d'être valorisé(e) et compris(e). o Détermination et résolution de problèmes. o Établissement d'un plan d'action.
DÉBUT DU PROGRAMME	Février 1987 — **NOMBRE DE PARTICIPANTS** 12
PERSONNES-RESSOURCES	Lise Joly, Louis Champagne
CONSEIL	Conseil des écoles séparées catholiques du comté de Prescott et Russell C.P. 570 L'Orignal (Ontario) K0B 1K0 — **ÉCOLE** École secondaire régionale de Hawkesbury 572, rue Kitchener Hawkesbury (Ontario) K6A 2P3
TÉLÉPHONE	(613) 632-3308
RÉSUMÉ DU PROGRAMME	Le programme s'inspire de la méthode M.A.F.I. (modèle d'adoption fondé sur les intérêts). Une dizaine de rencontres sont organisées au cours desquelles les élèves apprennent à mieux se connaître, à déterminer quels sont leurs problèmes, à trouver des solutions et à prendre des décisions. L'élève sera ainsi en mesure d'établir un plan d'action qui lui permettra de réussir ses études. Il ou elle découvrira un sens à ses études et se fixera des buts personnels.

MODÈLE 24

NOM DU PROGRAMME	Groupe de socialisation
BUT	Permettre à l'élève de discuter avec ses camarades des comportements acceptables à l'école et des solutions possibles à des situations problématiques.
GROUPE CIBLE	Les élèves de neuf à douze ans, peu motivés, souvent référés pour troubles de comportement.
ASPECTS UNIQUES	o Maximum de huit élèves par groupe. o Tenue d'une rencontre d'une heure par semaine. o Enregistrement sur bande vidéo des rencontres.
DÉBUT DU PROGRAMME	Octobre 1987
NOMBRE DE PARTICIPANTS	7
PERSONNES-RESSOURCES	Lise Dion-Levert, Raymond Vachon
CONSEIL	Conseil scolaire de langue française d'Ottawa-Carleton 1420, place Blair Gloucester (Ontario) K1J 9L8
ÉCOLE	École Préseault 1080, rue Saint-Pierre Orleans (Ontario) K1C 1L3
TÉLÉPHONE	(613) 824-1390
RÉSUMÉ DU PROGRAMME	Au cours des rencontres, les élèves peuvent partager leurs problèmes et en discuter. On organise des jeux de rôles et les élèves peuvent apporter des critiques constructives et proposer des solutions. On leur donne la possibilité de visionner l'enregistrement des rencontres sur bande vidéo, ce qui leur permet de mieux analyser leur situation. Pendant la semaine qui suit les rencontres, les élèves se fixent des objectifs et mettent en application les solutions proposées. On établit un contrat entre l'élève et l'enseignant ou l'enseignante responsable afin d'encourager l'élève dans ses démarches et de l'inciter à modifier son comportement. Lors des rencontres suivantes, les élèves évaluent leurs efforts et poursuivent les mêmes buts ou se fixent de nouveaux objectifs.

MODEL 25

PROGRAM TITLE	High School Re-entry Program
FOCUS	This individualized program is aimed at students who have dropped out of school and are interested in resuming their education.
TARGET GROUP	Students aged seventeen to nineteen with few or no high school credits, who have been out of school for more than three months
SPECIAL FEATURES	o Continuous intake through interview with vice-principal o Student-centred individual programs o Flexible-timetable link with Future Program o Courses at basic and general levels
START DATE	September 1987
STUDENTS IN PROGRAM	15-20
CONTACT	Ken Hanson, Vice-principal
BOARD	Board of Education for the City of Toronto 155 College St. Toronto, Ontario M5T 1P6
SCHOOLS	Brockton High School 90 Croatia St. Toronto, Ontario M6H 1K9
TELEPHONE	(416) 393-0430
PROGRAM SUMMARY	Students in this program work on courses in compulsory subjects at their own speed, with resource assistance from the teacher. For other subjects, they are integrated into regular classes. Small class size, careful monitoring, and individual and group sessions in guidance contribute to maximizing the students' experience of success. The program not only helps reading students to improve their basic communication skills, but also greatly enhances their self-esteem through the positive interaction they experience with their tutor. They gain the ability to approach a regular English class with greater confidence. In addition, they become more aware of their own strengths, aptitudes, and personal development as they learn to relate effectively with others.

MODEL 26

PROGRAM TITLE	Individualized Study Program
FOCUS	The program focuses on providing alternatives to the regularly structured day for students who are not able to function successfully in the traditional classroom.
TARGET GROUP	Students in obvious danger of losing one or more credits and of dropping out, as well as students who wish to return to school after short or long periods of non-attendance
SPECIAL FEATURES	o Year-long, continuous, immediate access o Independent credit courses supervised by teachers o Flexible patterns: full- or part-time independent study, combined with regular classes when possible o Conducted in regular school setting to enhance involvement with school and peers o Opportunity for students to continue and complete courses that they were previously unable to finish
START DATE	January 1988
STUDENTS IN PROGRAM	200+
CONTACT	J.V. Creco, Vice-Principal; C. Bertoli, Co-ordinator; P. Hatton, Head of Guidance
BOARD	Sault Ste. Marie Board of Education 644 Albert St. E. Sault Ste. Marie, Ontario P6A 2K7
SCHOOLS	Bawating Collegiate and Vocational School 750 North St. Sault Ste. Marie, Ontario P6B 2C5
TELEPHONE	(705) 945-7178
PROGRAM SUMMARY	The aim of the program is to reintegrate students into the regular school program by maximizing their potential for success and providing a positive alternative to failure. The program strives to maintain the students' contact with the school and to strengthen their bond with it.

MODEL 27

PROGRAM TITLE	Intermediate Program for the Technically Talented
FOCUS	The program aims to increase hands-on activities in each subject and to improve the sense of self-worth of students whose non-verbal performance is notably stronger than their verbal performance.
TARGET GROUP	Students whose performance skills and/or non-verbal skills are above average
SPECIAL FEATURES	o Emphasis on technology in timetabling o Staff attitude that values technical skills o Career planning/job exploration: ten field trips - two weeks' work experience at Grade 8 level
START DATE	September 1987
STUDENTS IN PROGRAM	15
CONTACT	B. Donnelly
BOARD	Ottawa Board of Education 330 Gilmour St. Ottawa, Ontario K2P 0P9
SCHOOLS	J. H. Putnam Intermediate School 2051 Bel-Air Dr. Ottawa, Ontario K2C OX2
TELEPHONE	(613) 225-4646
PROGRAM SUMMARY	With its emphasis on technology and more concrete teaching material, as well as through job exploration, field trips, and career planning, the program attempts to improve the sense of self-worth of students whose non-verbal skills are superior to their verbal skills.

MODEL 28

PROGRAM TITLE	Lifetime Learning Programs
FOCUS	The programs are designed to promote student retention, transition, and re-entry.
TARGET GROUP	At-risk students; recent dropouts; adults wishing to complete diploma requirements, upgrade skills, or retrain
SPECIAL FEATURES	o Alternative Learning Centre o Storefront School o Adult business programs o Marketing and retail programs o Pre-apprenticeship program o Entrepreneurship program o Construction-trades assistant program o Technical skills for women
START DATE	September 1989
STUDENTS IN PROGRAM	500
CONTACT	Bob Iannizzi
BOARD	Lincoln County Board of Education 112 Oakdale Ave. St. Catharines, Ontario L2P 3J9
SCHOOLS	Community Education Services 130 Louth St. St. Catharines, Ontario L2S 2T4
TELEPHONE	(416) 687-7000
PROGRAM SUMMARY	The Alternative Learning Centre operates on a continuous-entry basis and provides an opportunity for anyone aged eighteen or over to earn credits towards a diploma. The Storefront School is an alternative setting designed to serve adolescents who have left school and wish to continue their education in a non-traditional setting. The program involves co-operative education and stresses life skills and employment skills. A series of training programs for adults is offered in several secondary schools throughout the county. It includes programs in business, construction trades, health care, entrepreneurship, and marketing. Many of these programs are offered in a co-operative-education mode.

MODEL 29

PROGRAM TITLE	Mentoring for Adolescents
FOCUS	The program is designed to help students entering Grade 9 to develop strategies that will help them bridge the gap between Grades 8 and 9.
TARGET GROUP	Students experiencing difficulty with the transition between Grades 8 and 9
SPECIAL FEATURES	o One student to one teacher-mentor o Weekly meetings between the two o Support group for parents, teachers, and students o Special workshops for the three groups

START DATE	September 1989	**STUDENTS IN PROGRAM**	20
CONTACT	Tony Cafazzo, Vice-Principal		
BOARD	Halton Board of Education 2050 Guelph Line P.O. Box 5005 Burlington, Ontario L7R 3Z2	**SCHOOLS**	M. M. Robinson High School 2425 Upper Middle Rd. Burlington, Ontario L7P 3N9
TELEPHONE	(416) 335-3663		

PROGRAM SUMMARY	Students are identified for this program through a consultation process with the feeder schools. Involvement in the program enables students, parents, and teachers to work co-operatively in helping students cope with a very difficult development period. All three parties receive support to help fulfil their roles in the program.

MODEL 30

PROGRAM TITLE	Native Student Co-operative-Education Program
FOCUS	The program is designed to provide Native students with valuable on-the-job experience, together with culturally appropriate in-school life-skills instruction.
TARGET GROUP	Native students attending secondary school in Timmins from the coastal communities of James Bay and Hudson Bay, including Moose Factory, Fort Albany, Kashechewan, Attawapiskat, Peavanuck, as well as Mattagami
SPECIAL FEATURES	o Full-day co-op program o Four-credit package o Based on the guideline Personal Life Management, Intermediate and Senior Divisions, 1985 o Culturally relevant in-school instruction o All-Native classroom environment o Placements in northern Native communities
START DATE	February 1989
STUDENTS IN PROGRAM	21
CONTACT	Tom Steele
BOARD	Timmins Board of Education P.O. Box 1020 Timmins, Ontario P4N 7H7
SCHOOLS	Timmins High and Vocational School 451 Theriault Blvd. Timmins, Ontario P4N 8B2
TELEPHONE	(705) 267-1411, Ext. 19
PROGRAM SUMMARY	The Native Student Co-operative-Education Program is designed to serve the unique educational and career-development needs of Native students, primarily those from isolated northern Native communities. The program further attempts to integrate culturally sensitive classroom instruction with realistic practical experience in the workplace. By providing co-operative-education work opportunities in both Timmins and the northern communities, the program attempts to equip Native students with the kinds of skills that will allow them to make a choice to live successfully either at home or in the urban centres.

Native students work on a full-time basis, Monday through Thursday. On Fridays, the students attend school, where they discuss their work experiences with other Native students, develop communication and job-related skills, and acquire training in entrepreneurship and small-business development.

The establishment of the Native Student Co-operative-Education Program has proved that specific and unique Native-oriented educational opportunities can be integrated successfully into a larger educational framework.

MODEL 31

PROGRAM TITLE	North York Career Centre
FOCUS	The centre provides vocational assessment, career counselling, and career information.
TARGET GROUP	North York students, Grades 7 through OAC (both adolescent and adult), as well as community referrals, aged sixteen to adult
SPECIAL FEATURES	o Individual assessment and counselling based on the vocational-evaluation model (tests to determine interests, personality, work values, skills, and aptitudes, combined with "hands-on" work samples) o Adaptable to people with special needs (potential dropouts; re-entry students; adult students; individuals with physical, emotional, and learning disabilities)
START DATE	September 1980
STUDENTS IN PROGRAM	Numbers served vary from year to year
CONTACT	Marilynn Burke, Supervisor
BOARD	North York Board of Education 5050 Yonge St. North York, Ontario M2N 5N8
SCHOOLS	Drewry Centre 70 Drewry Ave. North York, Ontario M2M 1C8
TELEPHONE	(416) 229-2584
PROGRAM SUMMARY	This multiservice centre provides a comprehensive holistic approach to career/life planning to clients aged sixteen to adult, both from North York schools and from the community. The assessment process focuses on developing an awareness of individual strengths and interests as they relate to occupational areas and on formulating an action plan to assist in maximizing potential for success.

MODÈLE 32

NOM DU PROGRAMME	Parrainage
BUT	Mettre sur pied une stratégie d'intervention pour prévenir les abandons scolaires.
GROUPE CIBLE	Les élèves de 9e année susceptibles de décrocher.
ASPECTS UNIQUES	o Dépistage précoce. o Participation volontaire et anonyme des enseignants. o Jumelage d'un enseignant ou d'une enseignante et d'un ou d'une élève qui risque de décrocher. o Contacts quotidiens. o Relation d'aide du genre grand frère ou grande soeur. o Engagement à long terme.
DÉBUT DU PROGRAMME	Septembre 1988
NOMBRE DE PARTICIPANTS	10
PERSONNE-RESSOURCE	Francine Proulx
CONSEIL	Conseil scolaire de langue française d'Ottawa-Carleton 1420, place Blair Gloucester (Ontario) K1J 9L8
ÉCOLE	Collège catholique Samuel-Genest 675, rue Church Ottawa (Ontario) K1K 3K1
TÉLÉPHONE	(613) 744-8344
RÉSUMÉ DU PROGRAMME	Le questionnaire intitulé «Décisions» et d'autres méthodes de dépistage permettent de repérer, dès la 9e année, les élèves qui ont des difficultés personnelles ou scolaires et qui risquent d'abandonner leurs études. On informe les enseignants de la situation de ces élèves et ceux qui le désirent peuvent s'occuper d'un ou d'une élève en particulier. L'élève toutefois ignore qu'un enseignant ou une enseignante se propose de l'aider.

L'enseignant ou l'enseignante apporte une attention particulière à l'élève et, grâce aux contacts quotidiens, un relation d'amitié s'établit peu à peu. Il ou elle gagne la confiance de l'élève et peut devenir pour lui ou elle presque un mentor.

Grâce à cette relation privilégiée avec un enseignant ou une enseignante, l'élève reçoit des encouragements de la part d'un ou d'une adulte, s'identifie mieux au monde adulte et à son milieu scolaire et reconnaît souvent l'importance de terminer ses études.

MODÈLE 33

NOM DU PROGRAMME	Parrainage
BUT	Apporter aide et soutien aux élèves susceptibles de décrocher.
GROUPE CIBLE	Les élèves du niveau général qui risquent de décrocher.
ASPECTS UNIQUES	o Adoption par un enseignant ou une enseignante d'un, d'une ou de deux élèves qui risquent d'abandonner leurs études. o Tenue de une, de deux ou de plusieurs rencontres par semaine selon le cas.
DÉBUT DU PROGRAMME	Octobre 1988
NOMBRE DE PARTICIPANTS	40
PERSONNES-RESSOURCES	Mike Connolly, Louise Brault
CONSEIL	Conseil de l'éducation d'Ottawa 330, rue Gilmour Ottawa (Ontario) K2P 0P9
ÉCOLE	École secondaire Champlain 281, avenue Lanark Ottawa (Ontario) K1Z 6R8
TÉLÉPHONE	(613) 725-1039

RÉSUMÉ DU PROGRAMME

La direction demande aux enseignants de présenter une liste des élèves qui, à leur avis, pourraient abandonner leurs études. À partir de cette liste, les enseignants qui se sont portés volontaires et qui ont suivi des cours de formation peuvent adopter un, une ou deux élèves.

Il appartient à l'enseignant ou à l'enseignante de décider du nombre de fois qu'il ou elle rencontrera l'élève. L'enseignant ou l'enseignante est également libre d'adopter la méthode qu'il ou elle juge la meilleure. Il ou elle peut dire à l'élève qu'il ou elle est son parrain ou sa marraine; il ou elle peut également n'en rien dire et l'aider d'une façon plus discrète.

Il s'établit une relation d'amitié entre l'enseignant ou l'enseignante et l'élève. L'enseignant ou l'enseignante écoute l'élève, l'encourage, discute avec lui ou elle et peut téléphoner au domicile de l'élève le cas échéant.

MODÈLE 34

NOM DU PROGRAMME	Parrainage en milieu de travail
BUT	Permettre à l'élève de vivre une expérience en milieu de travail avec un ou une adulte dont l'emploi l'intéresse.
GROUPE CIBLE	Les élèves de 11^{e} année.
ASPECTS UNIQUES	o Visite en milieu de travail. o Rôle actif de l'élève. o Contact privilégié de l'élève avec une personne dont l'emploi l'intéresse.

DÉBUT DU PROGRAMME	Novembre 1987	**NOMBRE DE PARTICIPANTS**	De 20 à 30
PERSONNES-RESSOURCES	Rupert Larocque, Madeleine Hurtubise-Loranger		
CONSEIL	Conseil des écoles séparées catholiques du comté de Prescott et Russell C.P. 570 L'Orignal (Ontario) K0B 1K0	**ÉCOLE**	École secondaire l'Escale C.P. 610 Rockland (Ontario) K0A 3A0
TÉLÉPHONE	(613) 446-4108		

RÉSUMÉ DU PROGRAMME

La visite dans un milieu de travail est profitable et présente un intérêt particulier pour les élèves. Cette activité permet à l'élève d'en savoir davantage sur la profession ou le métier qui l'intéresse et de s'en faire une idée plus précise. Il ou elle peut s'informer du niveau de scolarité exigé, du salaire offert, des professions ou des métiers connexes. Il est nécessaire de bien planifier la journée, de fixer l'heure de départ et le point de rencontre, etc.

MODEL 35

PROGRAM TITLE	Peer Helper - Reading Tutoring (English)
FOCUS	Senior students learn the basic concepts and strategies of teaching reading and writing as they work with younger students who have severe deficiencies in these areas.
TARGET GROUP	Senior students at the advanced or general level and Grade 9 students who have been recommended by the Special Education Department of their elementary school.
SPECIAL FEATURES	o Tutor works with a maximum of two younger students o Wide variety of reading materials to appeal to individual interests o Close communication between teachers and tutors, allowing teachers to assist students in homework assignments and test writing o Regular case conferences between course teacher and tutor to address individual needs of the students o Intense daily instruction in reading o Warm rapport develops between tutor and student o Tutor often acts as a personal counsellor
START DATE	September 1988
STUDENTS IN PROGRAM	9 tutors, 18 students
CONTACT	Barbara Johns, I. E. Weldon Secondary School
BOARD	Victoria County Board of Education R.R. 6 Lindsay, Ontario K9V 4R6
SCHOOLS	I. E. Weldon Secondary School R.R. 6 Lindsay, Ontario K9V 4R6
TELEPHONE	(705) 324-3585
PROGRAM SUMMARY	After undergoing a careful selection process, senior students spend several weeks in the classroom studying basic theories about teaching, reading and reading strategies, behaviour management, and communication and tutoring skills. They are then paired with skill-deficient readers, with whom they work very closely for one period every day during the remainder of the semester. Reading students not only improve in their basic communication skills, but their

self-esteem is greatly enhanced by the positive interaction with their tutor. They become able to approach a regular English class with greater confidence. Tutors become more aware of their own strengths, aptitudes, and personal development as they learn to relate effectively with others.

MODEL 36

PROGRAM TITLE	Peer Helping/Human Relations
FOCUS	The program is designed to assist a variety of students in Grades 9 through 12, at the basic and general levels of study, who are having difficulty coping with their courses or with school life.
TARGET GROUP	Special-needs students (handicapped); exceptional students (weak in language and math skills); ESL students; non-exceptional students who need academic assistance
SPECIAL FEATURES	o Students work in a variety of settings (resource-withdrawal room, regular classrooms, co-op, ESL classes, literacy courses, work-experience components of Personal Life Management programs) o Credit-earning program o Flexible timetabling o Evidence of improvement in students with behavioural problems who work with handicapped students
START DATE	1988
STUDENTS IN PROGRAM	55-65 over two semesters
CONTACT	S. Kelly, Co-ordinator of Special Education
BOARD	Metropolitan Separate School Board 80 Sheppard Ave. E. Willowdale, Ontario M2N 6E8
SCHOOLS	Madonna High School 20 Dubray Ave. Downsview, Ontario M3K 1V5
TELEPHONE	(416) 393-5506
PROGRAM SUMMARY	The program was established in response to a growing special-education population and ESL enrolment. (The tendency towards non-labelling in the elementary years creates a situation in which students who need help are not under the jurisdiction of the Special Education Department when they reach secondary school.) Special-needs students, especially those who do not read and write, require a great deal of program modification and one-to-one instruction. The program has been very successful in addressing a wide range of concerns.

MODEL 37

PROGRAM TITLE	Peer Support Team
FOCUS	The program assigns peer counsellors (students in Grade 10 or higher) to help Grade 9 students in their adjustment to high school.
TARGET GROUP	All students in Grade 9 and all new students to the school
SPECIAL FEATURES	o Approximately twenty hours' training for peer counsellors by staff of Student Services Department o Involvement of guidance counsellors in all high-risk situations o Peer buddies may be enlisted by peer counsellors to help new students cope in stressful situations
START DATE	September 1988
STUDENTS IN PROGRAM	400
CONTACT	Mrs. Hyde
BOARD	Board of Education for the City of London 1250 Dundas St. London, Ontario N6A 5L1
SCHOOLS	Clarke Road Secondary School Clarke Side Rd. London, Ontario N5V 5N4
TELEPHONE	(519) 451-3360

PROGRAM SUMMARY

The Student Services Department offers communication-skills training to students who want to get involved in helping other students. These peer counsellors are trained to help junior students reflect on and work through any problems they may be experiencing.

The program matches a peer counsellor to a Grade 9 home form. The peer counsellor serves as a positive role model, helps junior students adjust to secondary school, identifies students who are not coping (as evidenced by poor attendance, shyness, discipline problems, etc.), teaches note-taking and study skills, and arranges for peer buddies to help high-risk students. Peer counsellors are committed to a minimum of two periods a week. To accommodate the influx of

midterm school assignments, students are on duty only until midsemester, rather than to the end of term.

Many students in Grade 9 have commented on the positive impact their peer counsellors have had on them.

MODEL 38

PROGRAM TITLE	PEOPEL Program (Physical Education Orientation for Persons of Exceptional Learning)
FOCUS	The program pairs exceptional students with peer tutors (senior students at the advanced or general level) for daily physical education.
TARGET GROUP	Students in the program for the trainable retarded; students at the basic level; and senior students at the advanced or general level who are considering a career in physical education, recreation, or the helping professions
SPECIAL FEATURES	o Pairings of one trainable retarded student with one peer tutor, and two basic-level students with one peer tutor o Sequential and developmental physical activities o Many activities take place in community facilities o Peer tutors earn a physical and health education credit
START DATE	1988
STUDENTS IN PROGRAM	6 trainable retarded students 16 basic-level students 15 peer tutors
CONTACT	Ron McInnis, Head, PHE, I. E. Weldon Secondary School
BOARD	Victoria County Board of Education R.R. 6 Lindsay, Ontario K9V 4R6
SCHOOLS	I. E. Weldon Secondary School R.R. 6 Lindsay, Ontario K9V 4R6
TELEPHONE	(705) 324-3585
PROGRAM SUMMARY	To become peer tutors and role models, senior physical education students study exceptionalities during the first two weeks of the semester. They work with their assigned students for half the semester and are then re-assigned to different students. The peer tutors act in a teaching capacity and their involvement is instrumental in the mental, emotional, and social development of the students.

MODÈLE 39

NOM DU PROGRAMME	Planifier son avenir
BUT	Faciliter la transition des élèves du cycle intermédiaire au cycle supérieur et les amener à comprendre qu'un bon choix de carrière est le résultat d'une planification judicieuse.
GROUPE CIBLE	Les élèves de 10e année.
ASPECTS UNIQUES	o Rencontres de groupe pour informer les élèves de l'importance de la planification. o Rencontres individuelles pour discuter avec l'élève de ses choix. o Usage d'un questionnaire informatisé portant sur les intérêts de l'élève.

DÉBUT DU PROGRAMME	Novembre 1987	**NOMBRE DE PARTICIPANTS**	100
PERSONNE-RESSOURCE	Maurice Glaude		
CONSEIL	Conseil de l'éducation de Niagara South 250, chemin Thorold ouest Welland (Ontario) L3C 3W3	**ÉCOLE**	École secondaire de la Confédération 670, avenue Tanguay Welland (Ontario) L3B 4G2
TÉLÉPHONE	(416) 732-1361		

RÉSUMÉ DU PROGRAMME

Après une première rencontre portant sur l'importance de la planification, on invite les élèves de 10e année à répondre au questionnaire informatisé «Choix junior». Par la suite, on remet à l'élève son profil d'intérêts, le relevé de ses résultats de 9e année et une fiche de planification qu'il ou elle doit remplir.

Sa fiche remplie, l'élève rencontre un orienteur ou une orienteuse pour discuter de son choix de profession, ou de métier, et de cours. L'orienteur ou l'orienteuse apporte les corrections nécessaires à la fiche et peut indiquer à l'élève la documentation qui

lui permettra d'approfondir ses connaissances sur les professions et les métiers.

La fiche de planification doit être signée par l'élève et l'un de ses parents et conservée dans le dossier de l'élève. On en donne une copie à l'élève. Un orienteur ou une orienteuse rencontrera de nouveau l'élève en 11e et en 12e année afin de faire les mises au point qui s'imposent.

MODÈLE 40

NOM DU PROGRAMME	Programme alternatif
BUT	Aider les élèves qui risquent de décrocher et réintégrer ceux qui ont déjà abandonné leurs études.
GROUPE CIBLE	Les décrocheurs éventuels et les décrocheurs.
ASPECTS UNIQUES	o Programme offert dans des locaux situés hors campus. o Accent mis sur les études personnelles, les cours par correspondance et l'éducation coopérative.
DÉBUT DU PROGRAMME	Septembre 1989
NOMBRE DE PARTICIPANTS	De 25 à 30
PERSONNE-RESSOURCE	Fernand Delorme
CONSEIL	Conseil des écoles séparées catholiques du district de Sudbury 201, rue Jogues Sudbury (Ontario) P3C 5L7
ÉCOLE	École secondaire catholique l'Héritage 323, 2e Avenue nord Sudbury (Ontario) P3B 3M4
TÉLÉPHONE	(705) 566-5511

RÉSUMÉ DU PROGRAMME

Les élèves qui risquent de décrocher et les décrocheurs qui réintègrent l'école sont inscrits dans le programme alternatif. On y inscrit également les adultes qui n'ont pas reçu leur diplôme d'études secondaires et qui désirent étudier dans un cadre scolaire non traditionnel.

Le programme scolaire qui leur est destiné fait une large place aux études personnelles, aux cours par correspondance et à l'éducation coopérative, formules qui peuvent prévenir les abandons scolaires et convenir aux décrocheurs.

Les locaux qui servent à ce programme sont situés hors campus et ont été aménagés de façon à éviter de ressembler à des salles de classe.

MODÈLE 41

NOM DU PROGRAMME	Programme C.O.D.E.
BUT	Permettre aux élèves d'obtenir les crédits nécessaires pour le diplôme d'études secondaires.
GROUPE CIBLE	Les élèves de seize ans et plus qui éprouvent des difficultés.
ASPECTS UNIQUES	o Études personnalisées. o Obtention du diplôme d'études secondaires.

DÉBUT DU PROGRAMME	Avril 1985	**NOMBRE DE PARTICIPANTS**	15
PERSONNE-RESSOURCE	Paul Demers		
CONSEIL	Conseil des écoles séparées catholiques du comté de Prescott et Russell C.P. 570 L'Orignal (Ontario) K0B 1K0	**ÉCOLE**	École secondaire régionale de Hawkesbury 572, rue Kitchener Hawkesbury (Ontario) K6A 2P3
TÉLÉPHONE	(613) 632-2318		

RÉSUMÉ DU PROGRAMME

Le programme C.O.D.E. (centre d'orientation pour décrocheurs en éducation) est spécialement conçu pour permettre aux élèves qui ont des difficultés d'obtenir les crédits nécessaires au diplôme d'études secondaires. Des adultes qui ont décroché peuvent également y être admis.

Ce qui distingue ce programme du programme scolaire ordinaire, c'est avant tout sa souplesse. Dans ce programme, chacun peut travailler à son rythme, car les études sont entièrement personnalisées.

MODEL 42

PROGRAM TITLE	Project Access
FOCUS	This is a co-operative-education program for ESL/D students.
TARGET GROUP	Senior students from visible minorities
SPECIAL FEATURES	o Co-operative-education training site under the guidance of a training supervisor o Cultural mentors (persons of similar cultural experience) assist students in the training site o Three-credit program
START DATE	September 1989
STUDENTS IN PROGRAM	30
CONTACT	Magdalena Bracer, Terry Kennedy
BOARD	North York Board of Education 5050 Yonge St. North York, Ontario N2N 5N8
SCHOOLS	Westview Centennial Secondary School 755 Oakdale Rd. North York, Ontario M3N 1W7
TELEPHONE	(416) 743-7001
PROGRAM SUMMARY	Two co-operative-education programs, developed on the basis of the ministry's guidance curriculum guideline, focus on (1) Career Awareness and (2) Transition to Employment. Each program is designed for visible-minority students and features a cultural mentor for each student. This is a semestered 3-credit program for senior students.

MODEL 43

PROGRAM TITLE	Satellite Centre for Advancement in Learning
FOCUS	The program is designed to equip students with coping strategies for social, academic, and emotional difficulties related to a learning disability.
TARGET GROUP	Severely learning-disabled students with average or above-average intellectual ability who are committed to a secondary school academic program but require a significant degree of individualized programming
SPECIAL FEATURES	o Individual and small-group instructional settings o Support for organizational and study skills o Possibility of nearly total segregation for secondary school program o Integration into regular classes as soon as possible o Ongoing, regular communication and consultation with parent o Support services to facilitate success in integrated classes o Provision of note takers, transcribers, recorders, visual aids, etc.
START DATE	1985
STUDENTS IN PROGRAM	30
CONTACT	John Stieva, Vice-Principal
BOARD	Halton Board of Education P.O. Box 5005 2050 Guelph Line Burlington, Ontario L7R 3Z2
SCHOOLS	Lord Elgin High School 5151 New St. Burlington, Ontario L7L 1V3
TELEPHONE	(416) 632-5151
PROGRAM SUMMARY	The referring school presents the case of the learning-disabled student to the Satellite Screening Committee for a September placement. The program includes academic courses at the general, advanced, or enriched level, Grades 9 through OAC. Academic upgrading is also available.

Support is provided to meet student needs in the areas of reading, writing, and spelling; tests and exams; and social skills. Support services are also provided to facilitate success in integrated classes as soon as possible.

MODEL 44

PROGRAM TITLE	School-Based Support Programs for Student Retention
FOCUS	Each secondary school creates a Student Retention and Transition Committee to identify students at risk and to organize plans of action that address the needs of those students.
TARGET GROUP	At-risk students in each secondary school
SPECIAL FEATURES	o A possible continuous re-entry process/program o Possible individualized programs in one or two subject areas for students re-entering at midyear o A possible life-skills course to include behaviour modification and the setting of positive goals o Counselling support by guidance teachers, social workers, and learning-support teachers
START DATE	Fall 1989
STUDENTS IN PROGRAM	All identified at-risk students
CONTACT	Michael J. Saffran, Superintendent of Operations
BOARD	Board of Education for the City of Windsor 451 Park St. W. P.O. Box 210 Windsor, Ontario N9A 6K1
SCHOOLS	All nine secondary schools in the board
TELEPHONE	(519) 255-3200
PROGRAM SUMMARY	This new program is designed to identify and assist students who are at risk of leaving school early. Support is provided through counselling and short-term alternatives to regular classroom learning. Data analysis will be conducted over the next few years to determine whether the dropout rate is decreasing. A system-wide advisory committee made up of board administrators and teachers from each school will set the philosophy and give advice for the development and implementation of individual schools' plans of action.

MODEL 45

PROGRAM TITLE	School-Workplace Apprenticeship Program (SWAP)
FOCUS	The purpose of this program is to produce qualified journeymen.
TARGET GROUP	Primarily dropouts and potential dropouts, but also available to any student currently enrolled in school
SPECIAL FEATURES	o Hourly rate of pay based on the minimum wage o Enrolment in technical courses related to the work placement o Opportunity to earn a Certificate of Qualification, as well as credits leading to the Ontario Secondary School Diploma
START DATE	October 1988
STUDENTS IN PROGRAM	20-30 per school
CONTACT	Ted Kish, Superintendent of Schools
BOARD	Wellington County Board of Education 500 Victoria Rd. N. Guelph, Ontario N1E 6K2
SCHOOLS	John F. Ross Collegiate and Vocational Institute 21 Meyer Dr. Guelph, Ontario N1E 4H1 Norwell District Secondary School P.O. Box 160 Palmerston, Ontario N0G 2P0
TELEPHONE	(519) 822-4420
PROGRAM SUMMARY	During their apprenticeship to participating companies under this program, students spend a total of two days each week completing secondary-school-diploma requirements at the local high school. A student who meets the program's Grade 10 entry requirements undertakes a planned package of Senior Division courses over a three-year period, leading to an OSSD if successfully completed. Courses in this package are adapted to support and supplement the extensive practical experience that the student gains through his or her education and training in the workplace (provided by a local industry) and in a

college of applied arts and technology (co-ordinated by the Ministry of Skills Development). Students in this program are able to complete the requirements for the certificate of apprenticeship in their trade approximately one year after achieving their OSSD.

The dual aspects of the program are guided and monitored locally by the Board of Education (acting as the students' primary advocate) and the local industrial community. The program is approved by the Ministry of Education (relative to pupil funding and the educational component, i.e., the meeting of requirements for the OSSD) and by the Ministry of Skills Development (relative to the worksite training component).

MODEL 46

PROGRAM TITLE	Secondary Alternative-Education Program
FOCUS	The program allows students who are having difficulty functioning in a regular classroom to continue their education in a setting where flexible, individualized programs allow them to work at their own pace.
TARGET GROUP	Students aged sixteen to nineteen who have left school or are at risk of dropping out; pregnant students
SPECIAL FEATURES	o A Personal Life Management (life skills) course o A co-operative-education course o Academic-credit courses, Grades 9 through OAC o Opportunity for small-group or independent learning with teachers acting as tutors and facilitators

START DATE	September 1988	**STUDENTS IN PROGRAM**	146+
CONTACT	Michael J. Saffran, Superintendent of Operations		
BOARD	Board of Education for the City of Windsor 451 Park St. W. P.O. Box 210 Windsor, Ontario N9A 6K1	**SCHOOLS**	Public Alternative Secondary School 284 Cameron Ave. Windsor, Ontario N9B 1Y6
TELEPHONE	(519) 971-9934		
PROGRAM SUMMARY	The program encourages students to become independent learners, to take responsibility for their own education, and to set positive, realistic educational and career goals.		

MODEL 47

PROGRAM TITLE	Seneca/Vanier Articulation Project
FOCUS	The focus of this program is to ensure that students have the necessary skills and knowledge to enter and be successful at community college.
TARGET GROUP	General-level students, but there are advantages for all students in the school
SPECIAL FEATURES	o Courses packaged at the Grade 11 and 12 levels o Interdisciplinary approach addressing all the essential skills students will need o Opportunities for preferred entry, advanced standing, and credit and/or course enrichment for students entering community college o Increased opportunities to learn about college programs and career options
START DATE	January 1988
STUDENTS IN PROGRAM	All Grade 11 and 12 students
CONTACT	Deborah Gans, Georges Vanier Secondary School Vicki Milligan, Seneca College
BOARD	North York Board of Education 5050 Yonge St. North York, Ontario M2N 5N8 Seneca College 1750 Finch Ave. E. North York, Ontario M2J 2X5
SCHOOLS	Georges Vanier Secondary School 3000 Don Mills Rd. E. North York, Ontario M2J 3B6
TELEPHONE	(416) 493-3160
PROGRAM SUMMARY	The Articulation Project has two essential objectives. The first is to co-ordinate the curricula of the secondary school and the community college to ensure that they are cohesive and responsive to students' needs. Areas of duplication, as well as situations where appropriate skills development is lacking, are addressed. Provision for preferred entry, advanced standing, and credit and/or course enrichment is established once the relationship among courses is clarified. The second objective is to

increase the students' knowledge of college programs and career options. College faculty and resources are employed to raise student awareness. As students develop realistic career goals and begin to perceive the relevance of their education, they are motivated to continue.

MODEL 48

PROGRAM TITLE	Step-by-Step
FOCUS	The program provides support and friendship on a one-to-one basis for children experiencing stresses in daily living that interfere with learning and personal development.
TARGET GROUP	Elementary-school children who experience difficulty coping, but who do not necessarily require intensive psychological contact
SPECIAL FEATURES	o Participation of caring volunteers, who receive continuous in-service training o Monitoring by the school psychologist o Individualized programs
START DATE	1963
STUDENTS IN PROGRAM	Approx. 50 per year
CONTACT	Georgette Beaulieu, Co-ordinator of Volunteers
BOARD	Ottawa Board of Education 330 Gilmour St. Ottawa, Ontario K2P 0P0
SCHOOLS	All elementary schools in the board
TELEPHONE	(613) 239-2240

PROGRAM SUMMARY

Step-by-Step is a child-centred program staffed by caring adult volunteers who visit the students at school twice a week, conducting their sessions outside the classroom.

The Step-by-Step volunteer is a friend who accepts the child as he or she is and helps to enhance the child's self-esteem. During sessions with a child, the volunteer may play games, read stories, follow specific suggestions made by the referring school psychologist, or just talk, depending on the child's needs and interests.

Monthly in-service training is given to volunteers under the direction of the chief psychologist.

MODEL 49

PROGRAM TITLE	Storemart Alternative Co-operative-Education Program
FOCUS	In this program, classroom instruction in academic subjects and on-the-job co-op experience are both offered at a large regional mall.
TARGET GROUP	Students who need an alternative educational setting, including potential dropouts and students who are not age-appropriate to their grade level
SPECIAL FEATURES	o Concentration on retail/commercial skills for work o Independent Learning Centre courses offered to make up credits o Co-op work experience related to academic subjects o Classroom located in each of two major shopping centres
START DATE	October 1988
STUDENTS IN PROGRAM	30 (15 at each location)
CONTACT	T. Miller
BOARD	Dufferin-Peel RCSS Board 40 Matheson Blvd. W. Mississauga, Ontario L5R 1C5
SCHOOLS	Square One 100 City Centre Dr. Mississauga, Ontario L5B 2C9 Shoppers' World 499 Main St. S. Brampton, Ontario L6Y 1N7
TELEPHONE	(416) 890-1221, Ext. 4399
PROGRAM SUMMARY	The Storemart Alternative Co-op School is a board-wide project designed as an alternative to the traditional high school program. Students receive classroom instruction in academic subjects combined with related, on-the-job co-op experience at a large regional mall. The in-class subjects are scheduled in the morning, while work experience takes place in the afternoon. Students can earn up to four official Ministry of Education secondary school credits while gaining valuable work experience. Since this is a

learning experience, the employer gives freely of his or her time to train students, then continues to help them in their placement. Students are not paid an hourly rate; instead, an honorarium that covers transportation is encouraged.

MODEL 50

PROGRAM TITLE	Student Retention Project
FOCUS	The program provides instruction in academic and interpersonal-communication skills for students whose needs are not being met in either the regular school or the special-education resource program.
TARGET GROUP	Students enrolled in Grades 9-11, failing in two or more subjects per semester, demonstrating poor attendance, highly discouraged about school, and perceived to be at risk of dropping out
SPECIAL FEATURES	o Program offered within the regular school building o Focus on academic and interpersonal-communication skills o Strategies used to encourage student ownership in the program o Invitational atmosphere o All credits completed through independent study, with the assistance of one teacher o Partial credits granted o Flexible starts and endings o Social worker involved in program fifteen hours per week o Close liaison with parents o Work-experience component
START DATE	February 1989
STUDENTS IN PROGRAM	8-15 at a time, with flexible intake during school year
CONTACT	Anne Hobbs
BOARD	Wentworth County Board of Education 357 Wilson St. Ancaster, Ontario L9G 4B7
SCHOOLS	Ancaster High and Vocational School 374 Jerseyville Rd. W. Ancaster, Ontario L9G 3K8
TELEPHONE	(416) 648-4468
PROGRAM SUMMARY	The program's primary focus is to encourage "bonding", so that students will develop a sense of their importance to the group and a greater desire to be in school. Relating skills, such as listening,

conflict resolution, empathy, and respect, are taught and practised. Students are trained and encouraged to become self-directed learners. It is expected that, as a result of participation in the program, students will show marked improvement in self-esteem, increased ability to develop and maintain relationships, and more responsible, mature judgement in their daily behaviour.

MODEL 51

PROGRAM TITLE	Successful Transition Program
FOCUS	The program is designed to help high-risk students in their transition from elementary school to secondary school.
TARGET GROUP	High-risk students entering Grade 9
SPECIAL FEATURES	o Low pupil-teacher ratio o Flexibility in timetabling o Activity-based program
START DATE	September 1988
STUDENTS IN PROGRAM	40
CONTACT	Cathy Leaton
BOARD	Timiskaming Board of Education P.O. Box 40 213 Whitewood Ave. New Liskeard, Ontario P0J 1P0
SCHOOLS	Timiskaming District Secondary School (Cobalt-Haileybury Campus) Bag C Haileybury, Ontario P0J 1K0
TELEPHONE	(705) 672-3544

PROGRAM SUMMARY

Students in the Successful Transition Program are identified as high-risk students who will have difficulty in Grade 9 and are at risk of dropping out.

The program offers courses at the basic or general level, depending on the student's ability. Students complete the requirements for eight credits in classes that are shorter in length than regular classes, but that continue throughout the school year. Classes are practical in nature and include activities whenever possible.

Teachers work together closely to monitor the progress and behaviour of students. Frequent contact with parents is encouraged.

MODEL 52

PROGRAM TITLE	Teaching to Pass
FOCUS	The program employs "Teaching to Pass" motivational techniques and philosophy (including evaluation) to create classroom environments that are conducive to student success.
TARGET GROUP	All students taking courses at the general level
SPECIAL FEATURES	o Special motivational techniques and evaluation procedures that create a success-promoting environment in the classroom o Students allowed to write same test repeatedly until successful o Commitment by teacher that he or she will not let student fail o Marks given for good work habits and social skills
START DATE	September 1986
STUDENTS IN PROGRAM	Approx. 500
CONTACT	Todd Romiens, Bob Keech, Peter Guthrie
BOARD	Board of Education for the City of Windsor 451 Park St. W. Windsor, Ontario N9A 6K1
SCHOOLS	Riverside Secondary School 8465 Jerome St. Windsor, Ontario N8S 1W8 John L. Forster Secondary School 749 Felix Ave. Windsor, Ontario N9C 3K9 Hon. W. C. Kennedy Secondary School 245 Tecumseh Rd. E. Windsor, Ontario N9C 3K9
TELEPHONE	(519) 255-3329
PROGRAM SUMMARY	The Teaching to Pass program hinges on the philosophy that the teacher and student are a team and that, with sufficient encouragement and developed work habits, every student can pass. The system is geared

to teaching work-related responsibilities and job-related social skills, in addition to the required academic material.

Students can earn up to twenty per cent of the year's marks for good attendance, and another forty per cent for social skills and work ethic, combined. The academic portion of the course accounts for the remaining forty per cent of the total mark. The program fosters attitudes among the students that encourage them to return to the classroom and stay in school.

MODEL 53

PROGRAM TITLE	A Team-Teaching Package for Grade 9 General Level
FOCUS	This program is designed to provide a smooth transition from elementary to secondary school through a team-teaching approach in a non-rotary structure.
TARGET GROUP	All incoming Grade 9 students who choose the general level for all four compulsory courses (English, math, history, and science)
SPECIAL FEATURES	o Low pupil-teacher ratio (two team teachers for every thirty-five students) o Availability of two classrooms, making both large- and small-group activities possible o Cross-curricular studies o Improved attendance as a result of built-in attendance package o Can be offered in either semestered or non-semestered schools o Mentoring, through assignment of counselling time to one of the two team teachers o Crisis management facilitated within the classroom o Lowers teaching-related stress
START DATE	September 1984
STUDENTS IN PROGRAM	30-40
CONTACT	Lisa Spano or John Kitney
BOARD	Frontenac County Board of Education 220 Portsmouth Ave. Kingston, Ontario K7L 4X4
SCHOOLS	Loyalist Collegiate Vocational Institute 153 Van Order Dr. Kingston, Ontario K7M 1B9
TELEPHONE	(613) 546-5575
PROGRAM SUMMARY	In this program, we provide a "Little Red School House" experience in which our Grade 9 students spend the entire morning with the same peer group and the same two teachers. These two team teachers work together closely to cover four of the students' compulsory courses (English, math, history, and science). The class does not rotate.

This structure affords several advantages: (1) Since the same two teachers are responsible for all four academic subjects, they can easily relate one area of study to another, in effect providing a cross-curricular approach. (2) Since students spend the morning in one class, they cannot "skip" classes in any of the four academic subjects; the program thus provides a built-in attendance package. (3) Teachers have the option of offering all four courses throughout the year or teaching, say, math and English one semester, and history and science the next. Therefore, the program lends itself to both semestered and non-semestered schools; in either case, the students benefit from "double exposure" to the two teachers throughout the Grade 9 year. (4) One of the two team teachers is assigned counselling time for tracking the students, which ensures that they attend their other four courses and that they have a familiar adult to turn to for counselling throughout the year. The teacher-mentor is also the main contact person for parents. (5) Rather than involving a third party, one of the two teachers can deal with a crisis (e.g., listen to an upset student or defuse a potentially volatile situation), while the other teacher stays with the group. (6) Having a partner to assist with lesson planning, attendance keeping, and discipline makes the classroom a much less stressful environment for both teachers, and allows them to devote more time and attention to individual students.

The program is designed to ensure that students are successful in their Grade 9 courses. Features such as the non-rotary structure and built-in attendance monitoring and the establishment of a fixed group of peers and teachers make the first year of secondary school less intimidating for students and the transition from elementary to secondary school much easier.

MODEL 54

PROGRAM TITLE	Technical Skills Olympics
FOCUS	The program is designed to afford students the opportunity of competition in various technical programs and to foster public awareness of the importance of technical competition.
TARGET GROUP	All secondary school students involved in technical programs
SPECIAL FEATURES	o Recognition certificate and "Technical Skills Olympics" T-shirt awarded to each participant o Awards banquet to celebrate technical education, with medals for first-, second-, and third-place finishers o School trophy for all first-place finishers
START DATE	April 1988
STUDENTS IN PROGRAM	250+
CONTACT	David Stark
BOARD	Lincoln County Board of Education Lincoln County Catholic School Board Niagara South Board of Education Welland County Roman Catholic Separate School Board
SCHOOLS	All secondary schools offering technical programs
SPONSORING ORGANIZATION	Niagara Peninsula Industry-Education Council 4751 Drummond Rd. Niagara Falls, Ontario L2E 6C8
TELEPHONE	(416) 356-9383
PROGRAM SUMMARY	The Technical Skills Olympics are held during Education Week (usually in April) and include the following program areas for competition: autobody, building construction, chef training, food services, hairdressing, horticulture, masonry, small-engine repair, welding, automotive, drafting, machine shop,

electricity, electronics, and industrial arts. The competition is open to all secondary school students in the Niagara Peninsula who are involved in technical programs.

MODEL 55

PROGRAM TITLE	Timiskaming Apprenticeship Program (TAP)
FOCUS	The program is designed to help people complete a secondary school education, as well as to earn credit hours towards a trade.
TARGET GROUP	Dropouts and potential dropouts, but also available to all students enrolled in school
SPECIAL FEATURES	o Varied academic backgrounds of participating students taken into account o Extension of co-operative-education program o Job-placement barriers (transportation costs, board and lodging, etc.) are removed through federal funding o Two days a week at school, three days at workplace
START DATE	October 1987
STUDENTS IN PROGRAM	25-40
CONTACT	Gary Aquino
BOARD	Timiskaming Board of Education P.O. Box 40 213 Whitewood Ave. New Liskeard, Ontario P0J 1P0
SCHOOLS	Timiskaming District Secondary School (Cobalt-Haileybury Campus) Bag C Haileybury, Ontario P0J 1K0
TELEPHONE	(705) 647-7394
PROGRAM SUMMARY	The first component of the school program addresses the basic requirements for entry into apprenticeship programs. Emphasis is placed on English, mathematics, and science courses to the Grade 10 level. Liaison between the teaching staff and the participating tradespeople ensures that the academic curriculum is "trade relevant". The second component involves technical or hospitality subjects. Participants are enrolled in courses that are related to the work placement, and the placement itself constitutes the work component for co-operative-education credits.

Students remain in this program only until they complete the courses required for entry into an apprenticeship program.

MODEL 56

PROGRAM TITLE	Total Learning Program
FOCUS	The Total Learning Program is a bonding program; in it, we try to develop positive learning attitudes and a sense of belonging.
TARGET GROUP	Students identified as "at risk" by their elementary schools, and students with several failures in Grade 9
SPECIAL FEATURES	o Students in groups of twelve spend three-quarters of the school day with one teacher o Three-credit program: life skills, physical education, geography o Behaviour modification, attitude modelling o Field trips and activities can extend beyond one period without being disruptive
START DATE	September 1988
STUDENTS IN PROGRAM	12
CONTACT	P. Hatton, Head of Guidance; T. Fryia, Teacher
BOARD	Sault Ste. Marie Board of Education 644 Albert St. E. Sault Ste. Marie, Ontario P6A 2K7
SCHOOLS	Bawating Collegiate and Vocational School 750 North St. Sault Ste. Marie, Ontario P6B 2C5
TELEPHONE	(705) 945-7178
PROGRAM SUMMARY	Students are identified before school starts in September, and are placed in the program with the parents' approval. They study with one teacher for three of the four periods, and are scheduled for one other class in the fourth period. The teacher helps students develop behaviours that will promote success, all the while following course guidelines mandated by the province.

MODEL 57

PROGRAM TITLE	Toy-Lending Library
FOCUS	The program brings preschoolers and caregivers into school and provides support, modelling of appropriate discipline, and educational toys.
TARGET GROUP	Preschoolers
SPECIAL FEATURES	o Located in elementary school o Funded by the Ministry of Community and Social Services o Based on the assumption that appropriate preschool experiences and parental support will foster early success in school and decrease the dropout rate
START DATE	1987
STUDENTS IN PROGRAM	24 families
CONTACT	Janet Legg
BOARD	Ottawa Board of Education 330 Gilmour Street Ottawa, Ontario K2P 0P9
SCHOOLS	York Street School 310 York St. Ottawa, Ontario K1N 5V3
TELEPHONE	(613) 239-2214
PROGRAM SUMMARY	Three mornings a week, parents and preschoolers gather in an appropriately equipped school classroom. A lending library, supervised by one paid staff, provides books, toys, and parenting information. Parents are encouraged to organize according to their needs and skills.

MODÈLE 58

NOM DU PROGRAMME	Transition
BUT	Faciliter la transition des élèves de la 8e à la 9e année.
GROUPE CIBLE	Les élèves de 8e année.
ASPECTS UNIQUES	o Organisation de deux visites à l'école secondaire. o Présentation de séances d'information.

DÉBUT DU PROGRAMME	Janvier 1989	**NOMBRE DE PARTICIPANTS**	De 140 à 150
PERSONNE-RESSOURCE	Fernand Delorme		
CONSEIL	Conseil des écoles séparées catholiques du district de Sudbury 201, rue Jogues Sudbury (Ontario) P3C 5L7	**ÉCOLE**	École secondaire catholique l'Héritage 323, 2e Avenue nord Sudbury (Ontario) P3B 3M4
TÉLÉPHONE	(705) 566-5511		

RÉSUMÉ DU PROGRAMME

La direction de l'école secondaire invite les élèves de 8e année qui se sont inscrits à visiter l'école qu'ils fréquenteront en 9e année. Ils viendront à deux reprises se familiariser avec leur prochaine école et son système.

Pour ces visites, la direction de l'école assurera le transport des élèves de 8e année à partir de l'école qu'ils fréquentent jusqu'à l'école secondaire.

Au cours de ces journées, les élèves de 8e année sont pris en charge par les classes choisies lors de leur inscription. Ils auront également l'occasion d'assister à des séances d'information au cours desquelles on présentera les services offerts par l'école et les activités parascolaires.

MODEL 59

PROGRAM TITLE	Transitional Education
FOCUS	The program is designed for students whose needs cannot be met in the regular high school system.
TARGET GROUP	Re-entry students and potential dropouts
SPECIAL FEATURES	o Continuous enrolment o Individualized program and instruction o Social worker and psychologist as support staff o Non-school setting o Continuous follow-up and case conferencing o High co-op participation o Close liaison with families and community agencies o Access to all eligible students
START DATE	September 1977
STUDENTS IN PROGRAM	185
CONTACT	Richard Pfaff, Co-ordinator
BOARD	Ottawa Board of Education 330 Gilmour St. Ottawa, Ontario K2P 0P9
SCHOOLS	Sir John A. Macdonald Centre 2675 Draper Ave. Ottawa, Ontario K2H 7A1
TELEPHONE	(613) 828-8116
PROGRAM SUMMARY	In addition to academic courses, the program offers courses in life skills, career guidance education, and co-op education. The program may lead to full-time employment for some students and a return to a traditional high school, or to a combination of work and school, for others. Retention in the alternative school program is also possible.

MODEL 60

PROGRAM TITLE	Work Orientation Workshop (WOW)*
FOCUS	The objective of the program is to provide students with an in- and out-of-class learning experience, adapted from the co-op model.
TARGET GROUP	Secondary school students identified as at risk of dropping out
SPECIAL FEATURES	o Directed through the YM/YWCA (Youth Employment Services of Grey and Bruce Counties) o Sponsored by Employment and Immigration Canada o Summer program
START DATE	July 1989
STUDENTS IN PROGRAM	10
CONTACT	Bill McDougall
BOARD	Grey County Board of Education 55 Victoria St. Markdale, Ontario N0C 1H0 Bruce-Grey Roman Catholic Separate School Board 799 16th Ave. Hanover, Ontario N4N 3A1
SCHOOLS	John Diefenbaker Secondary School 181 7th St. Hanover, Ontario N4N 1G7 Sacred Heart High School 450 Robinson St. Walkerton, Ontario N0G 2V0
TELEPHONE	(519) 364-5820
PROGRAM SUMMARY	This program was conducted in Owen Sound by the Youth Employment Services (YES) of Grey and Bruce Counties during the summer of 1988. Each of the students who participated returned to school in September. During the school year (1988-89), the YES counsellors supported the efforts of high school counsellors to keep at-risk students in school. The program was run at John Diefenbaker Secondary School and Sacred Heart High School in July and August 1989.

*Program initiated by federal grant.

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